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ABSTRACT

The proceedings of a conference designed to give researchers and educators the opportunity to discuss issues affecting public education, this report opens with a description of the Research and Development Exchange Coordinating Group's initial efforts to address teacher concerns in oral and written communication instruction. It then lists questions on oral and written communication gathered both through interviews with 22 teachers at all educational levels and through a survey of 38 bilingual teachers. The report presents Judith Lindfors' talk on "Oral Language Acquisition," which focuses on five research themes: (1) the child as active learner, (2) the relationship between language and cognitive growth, (3) the relationship between the child's and the mother's language orientation, (4) the influence of a responsive environment on learning, and (5) the impact of an environment focusing on meaning. It then reproduces Anthony Petrosky's talk on composition and composition instruction, which briefly covers the process of writing, and presents "Language Diversity," by Walt Wolfram, on teaching standard English. The report concludes with a general bibliography and copies of ERIC materials pertaining to oral and written communication. (MM)

R&D SPEAKS:

ORAL & WRITTEN COMMUNICATION

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
211 E. SEVENTH ST., AUSTIN, TEXAS 78701

DECEMBER 1980.

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SEDL/RX ADVISORY BOARD MEMBERS

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FOREWORD

The SEDL Regional Exchange (SEDL/RX) Project provides information and technical assistance services to educators in six states: Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. It is one of seven Regional Exchanges in the nation-wide Research & Development Exchange (RDx), funded by the National Institute of Education, which lists as a major goal the dissemination of information about educational research and development (R&D). To assist in accomplishing this goal, the SEDL/RX staff designed and sponsored the R&D SPEAKS: ORAL & WRITTEN COMMUNICATION conference in Austin, Texas on November 13-14, 1980. In an effort to record and pass on to others some of the experience and knowledge that was shared during that day and a half meeting, this document was developed.

This is the seventh of a series of R&D SPEAKS conferences sponsored by the SEDL/RX. These conferences provide opportunities for sharing, communication, and growth among researchers and members of the education community.

James H. Perry
Executive Director
Southwest Educational Development Laboratory

INTRODUCTION

R&D SPEAKS: ORAL & WRITTEN COMMUNICATION is the seventh in a series of conferences produced by the SEDL/RX which provides educators and researchers with the opportunity to talk to one another about issues which affect public education.

Language and writing were two areas given high priority by the seven SEDL/RX Advisory Board members and the R&D Exchange (RDx), a nationwide network of seven regional exchanges and four support services which is funded by the National Institute of Education to disseminate the results of educational research.

As a result of interest across the country, the RDx created a Task Force on Oral & Written Communication. The Task Force, through the regional exchanges, has collected questions about teaching language and composition from teachers across the United States. These questions will be answered with information from current research and both questions and answers will be published together. The resulting book will be the third in a series call Research Within Reach, by the Research and Development Interpretation Service (RDIS) at CEMREL, Inc., St. Louis. (The first in the series is Research Within Reach: A Research Guided Response to Concerns to Reading Educators. The second is Research Within Reach: Elementary Mathematics. Both publications are available from regional exchanges, as will be the third.) A time line for completion of this project is on pages 10-14.

As part of its collaboration with RDIS in this project, the SEDL/RX collected questions from teachers grades K-12 throughout its six state region. These questions may be found on pages 17-28. These were forwarded to RDIS. and were used as a basis for planning our R&D SPEAKS conference. They were mailed to conference participants and presenters in advance. While they were not ansered on-by-one, they were used to provide an indication of the needs teachers have and to guide presenters in planning their sessions.

Outlines of the three research-based presentations follow, along with resource lists, names of participants and presenters, and conference evaluation.

TIME LINE: RDx TASK FORCE ON ORAL & WRITTEN COMMUNICATION

LINDA REED
DIRECTOR
RDIS
CEMREL, INC.
ST. LOUIS, MISSOURI

THE RDx COLLABORATIVE EFFORT IN ORAL AND WRITTEN COMMUNICATION

Linda Reed
RDIS, CEMREL, Inc.

Over the course of several meetings of the Research and Development Exchange Coordinating Group in 1979, the directors of the Regional Exchanges identified several areas in which they would like to develop collaborative efforts for resource file development or expansion. These areas include the three priority areas assigned to the Research and Development Interpretation Service (reading, mathematics, and oral and written communication), training processes (a function of the Dissemination Support Service), and the validation of educational programs and practices, an activity already begun by RDIS as a service to the SEDL Regional Exchange. This report describes the initial steps taken in the collaborative effort on oral and written communication.

In reading and mathematics, the RDIS staff has developed a new approach to synthesis and interpretation designed to address the concerns and needs of practitioners. This involves the following steps:

- Identifying and interviewing a group of educational practitioners to learn of their primary concerns about the content area.
- Acquiring and studying other synthesis and interpretive products that have been written on the content area, both to gain familiarity with the research findings and to analyze the kinds of products that are written for practitioners.
- Identifying leading researchers in the field and inviting them to serve on a consultant panel which will identify research outcomes which address the concerns and needs of practitioners in the content area.
- Producing an interpretive report, written specifically for practitioners, incorporating the research outcomes.
- Employing an extensive review process, using both additional researchers in the field and practitioners at all levels.

- Working toward consensus, revising as necessary, and clarifying those areas where consensus involves an "agreement to disagree." Craft knowledge has made important contributions to RDIS work, but it is always carefully distinguished from research-based knowledge.

The planning and execution of a new approach to synthesis and interpretation of the research literature in any priority areas is a lengthy, creative, developmental process. The time needed to produce a document using the RDIS approach reflects the extensive planning and care which go into its development and the participation of large numbers of researchers and practitioners.

Interpretive reports like Research Within Reach: A Research-Guided Response to Concerns of Reading Educators and Research Within Reach: Elementary School Mathematics are useful to practitioners, are valuable contributions to the literature, and provide high visibility to NIE, the Regional Exchanges and the regional educational laboratories. Although the process is very useful, it has one serious limitation. The Regional Exchanges have not been involved in the development of the product or in decisions about format, content, and evaluation. Therefore, RDIS redesigned its approach to more actively involve the Regional Exchanges.

All of the Regional Exchanges and two Centeral Support Services--RRS and SSS--have agreed to take an active role in the development of the interpretive report on oral and written communication. Participation varies according to the resources and needs of individual contractors. This means that:

- Some cooperating Regional Exchanges have identified a staff member who is responsible for learning the knowledge base. RDIS supplies these staff members with relevant reading materials on a periodic basis and with research summaries designed to increase the knowledge of Regional Exchange staffs. Other Regional Exchanges have identified laboratory staff members who have expertise that is a resource for the collaborative effort.

- After an initial planning meeting with ROIS staff, the cooperating Regional Exchanges selected practitioners in their region and conducted interviews with those practitioners. This ensured regional representation of practitioner concerns. Other means of obtaining questions have also been explored, such as soliciting requests in professional publications.

- Staff members representing the cooperating Regional Exchanges attended the consultant panel in meeting in St. Louis in October, 1980.

- RX staff and other lab staff are encouraged to review and comment upon each draft of the interpretive report as they appear.

- Staff members from the Regional Exchanges will take an active role in the development of alternative designs and formats for a delivery system.

In November, 1979, directors of the Regional Exchanges were surveyed to determine their interest in an ROx Midwinter Retreat to begin planning for the collaborative effort in oral and written communication. Responses showed that there was indeed interest in such a planning meeting.

The retreat was held at SWRL in Los Alamitos, California, February 18-20, 1980. Participating RX staff members were Sandra Orletsky and David Holdzkom, AEL; Sharon Adams and Nancy Baker Jones, SEDL; Jane Roberts, RBS; Susan Everson, McREL; Virginia Thompson, NWREL (Day 1); and Paul Owoc, CEMREL. Carol Rice (Days 2 and 3) represented the System Support Service . In addition, three RX directors sponsored subject matter experts: Audrey Heinrichs, RBS basic skills component, attended the full meeting; Bruce Cronnell, Steve Yelon, and other members of SWRL's communication skills group attended one or more sessions; and Tannis Knight, coordinator of a Title IV-C writing project, was sponsored by NWREL and attended the entire session.

Before the retreat the staff members of the Regional Exchanges who would be participating in the collaborative effort were involved in several activities which were designed to make the retreat a useful experience:

- They were asked to survey lab staff and RX Advisory Board members to learn their reactions to the interpretive reports on reading and mathematics. These reactions are expected to guide future efforts.
- They were asked to survey state contacts regarding state priorities and planned activities in oral and written communication.
- They were asked to identify laboratory staff who have expertise in the area of oral and written communication and who might be interested in participating in the collaborative effort.
- They were asked to read selected materials suggested by the consultant for oral communication, Dr. Harvey Rosenbaum of SWRL, and written communication, Dr. Robert Gundlach of Northwestern University.

At the retreat participants heard reports of research on writing and oral language made by Drs. Gundlach and Rosenbaum. The participants evaluated preceding RDIS publications, reported on evaluations of these documents from educators in their respective regions, and made tentative plans for collecting questions on oral and written communication for teachers in their regions.

On October 30, 31, and November 1, 1980, the first meeting of the RDIS Consultant Panel on Oral and Written Communication was held at CEMREL in St. Louis, Missouri. The members of the Panel are

Beverly Bimes
Hazelwood (Missouri) School District
National Teacher of the Year for 1980

Courtney Cazden
Graduate School of Education
Harvard University

Lucía Elías-Olivares
Department of Spanish, Italian, and Portuguese
University of Illinois, Chicago Circle

Robert Gundlach
The Writing Program
Northwestern University

Richard Lloyd-Jones
Department of English
University of Iowa

Nancy Mead
National Assessment of Educational Progress

Harriet Doss Willis
School Improvement Group
CEMREL, Inc.

Also in attendance at the meeting were several staff members of the Regional Exchanges, RDIS staff, other CEMREL staff, and an NIE representative.

The primary responsibility of the Consultant Panel at the meeting was to give research-guided responses to questions of teachers and administrators about classroom instruction in speaking, listening, and writing. Over 350 questions were gathered by staff members of the participating Regional Exchanges: AEL, CEMREL, RBS, SEDL, and SWRL. These questions were categorized for presentation of the Panel, which, over the course of the three days, selected topics based on the questions and offered guidance regarding the responses RDIS staff should make.

As the time line indicates, the resource lists generated from this panel meeting will be reviewed by RDIS staff, a draft of the synthesis document will be written, and a second panel meeting will review the draft before the final publication stage begins.

FEBRUARY, 1980 — Ongoing

Decision to Work Collaboratively

	Determining RDx Priority	RDx Retreat	Identify, Collect, and File Resources
STAGE			
INPUT	• Surveys of States Advisory Groups, Other Regional Clients • ERIC Clearinghouses • Dissemination Groups	• Surveys on Response to RMR by state contacts & Lab staff • Surveys on state activities & priorities • Content area specialists	• File will include state products, state objectives, other state suggested items • Items identified by - RDIS - NIE - Rx's & CSS's - Lab staff - Consultant Panel - Other Researchers - Practitioners
PRODUCT(S)	• Report to RDx led to decision to focus on O/W Communication	• Report outlining responsibilities, schedule • Compilation of state activities	• Resource File* • Annotated Bib • Selected Annotated Bibliographies • Mini-lists, Catalog (RRS)

*RDIS, Rx's, States

JULY, 1980

AUGUST, 1980

RDIS & Rx staff review relevant literature in preparation for meeting

Select Consultant Panel

- Rx staff
- Rx clients
- Lab staff
- Professional Orgs
- Researchers
- Practitioners

Panel will consist of
3 - written
2 - oral
- teachers
- someone with expertise in bilingual
- Rx & RDIS staff

Interview Practitioners to Identify Questions

- Rx staff conduct interviews/generate ?? regionally
- RDIS does random sampling
- Call for ?? in Educational R & D Report

- List of questions for Consultant Panel to consider at first meeting

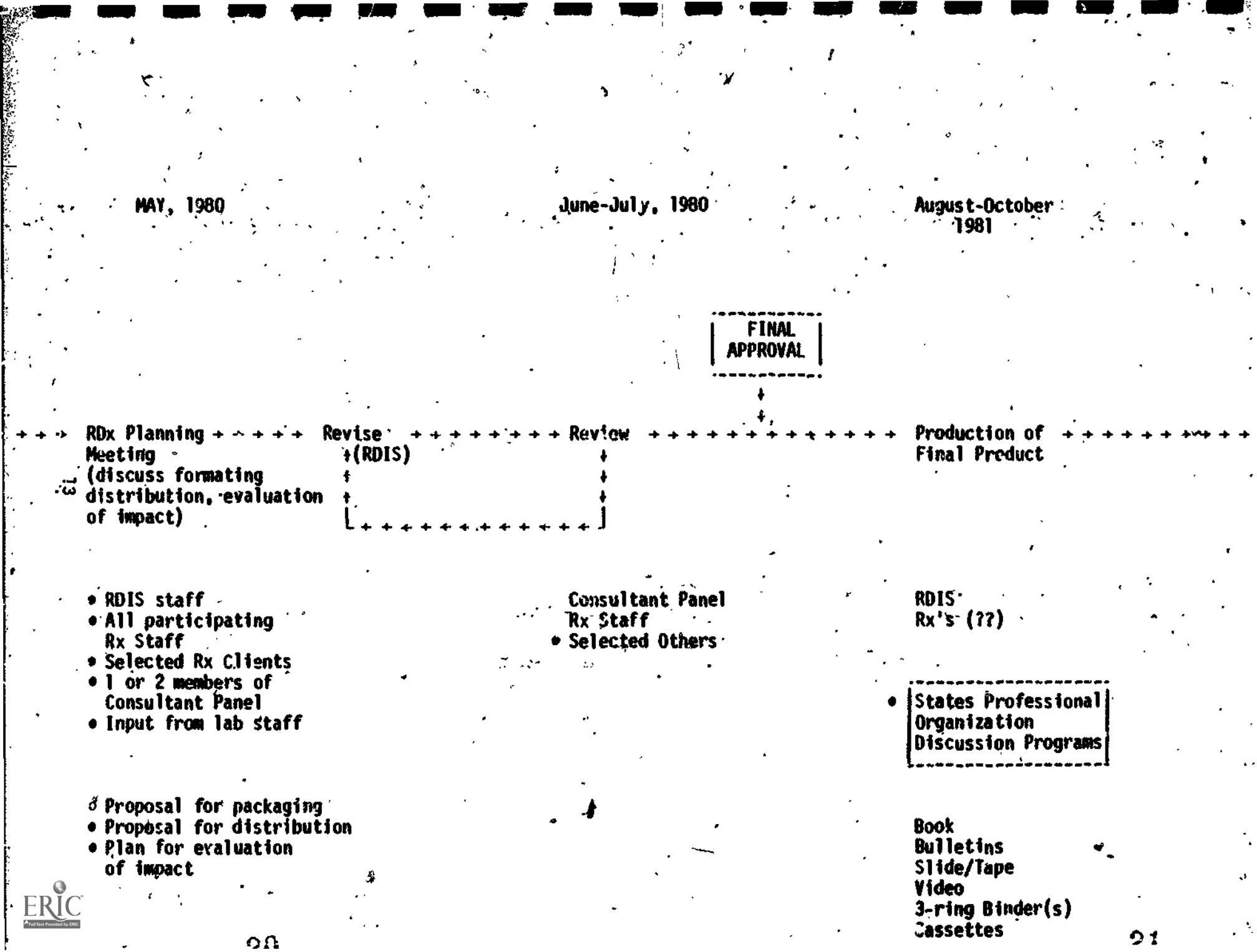
First Consultant Panel Meeting

- Rx Staff
- Consultants
- RDIS staff

- Final list of ??
- Suggested Readings
- Some sense of direction with respect to each??
- Topics for Research Summaries

Sept - Dec., 1980 Jan - March, 1981		April, 1981	May, 1981
Analysis of Relevant Documents, Extraction of Data, Identification of Issues, etc.	→ → → → → →	Write First Draft (Script?)	→ → → → → Review First Draft → → → → → Second Consultant Panel Meeting (consider critiques & make suggestions for revision)
• RDIS staff with input from consultants, Rx staff, possibly state content specialists		• RDIS staff • Possible help from 1 or 2 Rx staff members (optional)	• Consultant Panel • NIE • Rx Clients • Practitioners • Lab Staff • Other Researchers • Rx Staff	• RDIS staff • Rx staff • Consultants
• 3 research summaries (30 pp) • Files on specific questions		FIRST DRAFT Question Answer Summary References (Print/NonPrint??)	Written Critiques	Detailed suggestion(s) for revision of each answer

12


MAY, 1980
June-July, 1980
August-October 1981
FINAL APPROVAL
RDx Planning Meeting (discuss formating distribution, evaluation of impact)
Revise (RDIS)
Review
Production of Final Product
• RDIS staff
• All participating Rx Staff
• Selected Rx Clients
• 1 or 2 members of Consultant Panel
• Input from lab staff
Consultant Panel
Rx Staff
• Selected Others
RDIS
Rx's (??)
• States Professional Organization Discussion Programs
• Proposal for packaging
• Proposal for distribution
• Plan for evaluation of impact
Book
Bulletins
Slide/Tape
Video
3-ring Binder(s)
Cassettes

OCTOBER/NOVEMBER, 1981 →

DELIVERY TO KEY CLIENTS → → → → → → → →	TECHNICAL ASSISTANCE → → → → → → → → →	EVALUATION OF USEFULNESS OF PRODUCT → → → → → → →	CONSIDER REVISING, EXPANDING, RE-PACKAGING, ETC.
• RDIS to Rx • Rx to States • States to ISA LEA's Librarians etc. • Dissemination Groups • Other Possibilities Teacher Centers Professional Organizations Journals, etc. • NIE	• RDIS to Rx • Rx to State ISA LEA • State to ISA LEA etc.	• Rx's • State Clients • ISA's, LEA's, etc. Researchers • Professional Organizations • NIE	
	• Training in use of product • Content Workshops • Developing Media presentations • Supplying Supplementary Materials		

TEACHERS' QUESTIONS
ON
ORAL & WRITTEN COMMUNICATION

SEDL/RX REGIONAL SURVEY
TEACHERS' QUESTIONS ON ORAL & WRITTEN COMMUNICATION

What do teachers want to know about teaching their students how to speak apd write effectively? How can research respond? The SEDL/RX is part of a nationwide effort to find out. For the last five months, as part of the RDx's National Task Force on Oral and Written Communication, the SEDL/RX has collaborated with the Research and Development Interpretation Service (RDIS) at CEMREL, Inc., in gathering questions from language arts teachers throughout the country regarding the teaching of oral and written communication which they wished researchers to address.

The SEDL/RX conducted a series of telephone interviews with twenty-two teachers in its six-state region: Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. The names of the teachers were supplied by the language arts coordinators in the six state departments of education. Several of the teachers were coordinators of language arts programs for their respective schools or districts and obtained their questions from a committee of teachers. Thus more than twenty-two teachers are represented among the approximately 100 questions gathered.

The questions have been grouped in the following categories: All levels, high school, junior high, elementary and college. Teachers in the region share some concerns. Many of the questions asked pertain to the relationship between content and mechanics. Some typical concerns expressed by the teachers include:

- What is the best way to grade composition, taking both content and mechanics into account?
- What is the relationship between learning grammar and learning to write?
- Should teaching grammar rules take precedence over encouraging creative speech/creative writing?

- How can teachers strike a happy medium between teaching students to write creatively and to write correctly?

Evidently, many teachers feel they are on shifting ground when trying to teach writing and want some specific rules and methods, as the following typical questions indicate:

- How much writing is enough to learn a particular style, format, etc.?
- Does writing more mean writing better?
- What are the most effective methods of teaching spelling and vocabularly?
- What percentage of literature and grammar should be taught in a classroom?
- What is a step-by-step process for teaching creativity?

Question regarding current educational techniques or approaches also reoccurred, including questions on the following:

- Holistic grading of writing
- Individualized instruction
- Accepting or not accepting dialect or slang
- Encouraging standard English

The teachers seem to feel burdened with the large number of students they must teach to write and the resulting number of papers they have to grade. It seems as though teaching writing has become solely a function of English teachers, rather than being a part of other subjects as well.

The teachers' questions are attached, divided by level represented and within level by state. Also included are questions pertaining to oral and written communication which bilingual teachers throughout the

United States raised last year prior to the SEDL/RX's conference, R&D SPEAKS: BILINGUAL/MULTICULTURAL EDUCATION. The names of cooperating teachers are also attached. Our thanks to all of them.

ALL LEVELS

OKLAHOMA

1. Should a language arts teacher devote instructional time to the physiology of voice production? If so, at what grade level? How much detail? How much time?
2. In grading speech production, how useful is it to use peer evaluation?
3. What is a quick and easy way to test for composition skills for student placement?
4. Does writing more lead to writing better?
5. What correlation is there between knowing grammar and being able to write well?
6. What is the best way to evaluate students' participation in classroom discussion?
7. What carryover does research indicate there is between learning formal grammar and composition?
8. How does research define creativity? Is it inherited or can it be learned? What is the best method for teaching it? Is there a step-by-step process?
9. When teachers become better writers, do they become better teachers of writers?
10. At what age are basic writing habits established?

TEXAS

1. What is the best way to prepare teachers to teach composition?
2. How can teachers create a desire in children to write?
3. What is the best way to teach writing to the gifted and talented?
4. How can teachers be trained to grade composition?
5. Is there an ideal way to integrate the components of a language arts program--mechanics, reading, spelling, composition, study skills, etc.--without one part of the program suffering?
6. What is the best process to help beginning writers develop control over the written medium?

ALL LEVELS, con't

7. Does research find any evidence that children who lack a story structure find it more difficult to learn language arts?

8. What are the stages and sequences in the development of writing abilities, K-12?

9. What are specific rules that work for teaching good writing?

10. How can the writing curriculum from K-12 be structured and sequenced?

11. How can teachers justify taking time away from written instruction, which is so badly needed, to teach oral skills?

12. What is the best developmental time for teaching parts of speech and other mechanical aspects?

13. What is the best way to train teachers to use an integrated approach?

14. In teaching language arts for K-4, which is more important, motivating the students to elicit more oral responses, or teaching the conventions of writing and the writing process?

15. What is the best way to help bilingual children who are impoverished in both languages?

NEW MEXICO

1. In reference to learning a second language, what relationship exists between being able to speak a language and being able to read it?

2. What is the best approach to teaching a second language when there is no correspondence or correlation between the first and second languages?

3. How do students' learning styles affect their learning to write? What techniques can teachers use to help students learn to write that are based on learning styles?

4. At what point in fluency is it good to begin to edit and correct someone's work?

5. Exactly what is holistic writing assessment?

6. Is there a correlation between teaching speech and developing the students' abilities in written expression?

7. When students do creative writing and are then asked to edit and fine tune their own work, it seems that they teach themselves grammar and syntax. Does research bear this out?

ELEMENTARY

MISSISSIPPI

1. How can ability grouping be accomplished without labeling the child "high" or "low"?
2. What are some teaching methods to stimulate creative writing and story-telling?
3. Should the teaching of grammar rules take precedence over creative speech?
4. Is it beneficial to make a distinction between writing and speaking, being more strict about correct, standard English in students' writing?
5. How can you help children learn standard English terms?
6. Is there value to having students put in the accent mark as well as divide new words into syllables?
7. Should country dialect be allowed in the classroom?
8. How do you strike a happy medium between writing creatively and writing correctly?
9. How do you measure oral and written communication skills for an individualized program, given the time constraints and number of children expected to teach?
10. How can more efficient communicative speech be encouraged?
11. Where should standard English begin and end and be replaced by slang?
12. How can you teach children what a complete sentence is and how to write one?
13. How can you help children learn how to write using paragraphs?
14. What thinking skills are involved in comprehension?
15. Is it a good idea to stress written skills over oral?
16. How do you help children increase their vocabulary and keep using the new words?

ELEMENTARY con't

OKLAHOMA

1. How can children be taught to use better English when they speak?
2. What is the best way to teach fourth graders the mechanics of writing?
3. What is the best way to teach fourth graders to spell?
4. How can teachers get parents to become interested and involved in the school and in their children's work there?

JUNIOR HIGH SCHOOL

TEXAS

1. How many students are ideal in a classroom that uses individualized instruction?
2. How can holistic scoring be used to help students?
3. When would be the right time to change an ESL student to a mainstreamed class?
4. What percentage of literature and what percentage of grammar should be taught in the classroom?

SENIOR HIGH SCHOOL

LOUISIANA

1. What additional games or materials might be used for reluctant readers when the teacher is with another group?
2. What materials can be used for teaching reading in the various content areas, like biology and history?
3. Is it valid to use the holistic method of grading all the time in the classroom?
4. Are writing samples on standard tests necessary in evaluating writing ability? Or are questions about grammar enough?
5. What parts does the mastery of grammar and grammatical skills play in the acquisition of writing skills?
6. Should dialect or slang be accepted in written composition?
7. How effective is oral reading as a teaching device for students who read way below grade level?
8. What materials can be used for the high school students who are reading at second and third grade levels?
9. What is the value of teaching formal grammar as a method of teaching composition?
10. What does research say about having students appraise the writing of their peers?
11. What are some examples of good ways to grade composition?
12. What about allowing dialect or slang in the classroom?

ARKANSAS

1. How can we encourage use of standard English in speaking?
2. How can teachers find the time to grade papers?
3. How effective is the more formal instruction of composition, which emphasizes the teaching of grammatical forms and structures, as opposed to the more "emotive" method which allows the students to pour out their feelings on the page?

SENIOR HIGH SCHOOL, con't.

4. How can students be convinced that it is important to learn standard English?

5. How can we encourage use of standard English in writing?

6. What is the best way to grade papers, looking at content or looking at grammar?

TEXAS

1. What is the relationship between construction in grammar, sentence structure, etc., and students' ability to write?

2. What is the usefulness of having students in high school do research papers? Is it best to let them wait until college to learn?

3. What is the correlation between the ability to read and the ability to write?

4. How can teachers of composition train students to be concise, avoiding wordiness, yet develop good variety in their writing?

5. What kinds of writing is expected of students in colleges and in later adult careers?

6. What are the most effective methods of teaching vocabulary and spelling?

7. How much writing is enough to learn a particular style, format, or technique?

8. How can writing be emphasized and implemented across the school curriculum?

9. Does improvement come from writing? Rewriting? Being criticized or evaluated?

10. What is the most effective teacher/pupil ratio for teaching composition?

11. What are the most effective techniques teachers can use to present student writing samples to the classes?

NEW MEXICO

1. How do you motivate students to want to learn to write?

SENIOR HIGH SCHOOL, con't

2. How effectiye is the technique of having children rewrite their work?

3. How often should you have students write for maximum learning?

4. How effective is asking students to keep a journal and what is the most effective way to use the journal approach?

5. How effective is using closed circuit TV production (having students produce own programs) in teaching/improving reading and writing skills?

COLLEGE

OKLAHOMA

1. Why are college students either hostile or neutral about learning composition?

2. How can teachers create active participation in students rather than having them be passive?

3. What does research say about teaching styles in the classroom?

4. How can a teacher help students experience discovery when they are writing?

SEDL/RX SURVEY OF BILINGUAL TEACHERS - SPRING 1979

In preparation for R&D SPEAKS: BILINGUAL/MULTICULTURAL EDUCATION, held November 12-13, 1979; the SEDL/RX conducted a survey of bilingual teachers located throughout the United States. Thirty-eight questionnaires were returned in response to the request: "Please describe the problems or questions concerning bilingual education that you would like to see researchers address." To obtain additional data for the Oral and Written Communication Survey, the bilingual teachers' questions were examined to see which ones would be relevant. Reading questions were excluded.

Below is a list of the fourteen questions which resulted. Contextual information about the teachers--grade level, location, etc.--can be provided.

1. What are some second language acquisition techniques?

2. I need a good assessment instrument in language dominance.

3. When should the Spanish-speaking child be transferred to English instruction?

4. Is there any accepted structure or timeline which defines the stages a child goes through in learning a second language? Specifically, at what stage should a child be expected to use a second language in conversation?

5. What techniques have been identified which encourage a child's use of a second language in conversation?

6. How can a teacher determine if a student has had enough oral language?

7. What are valid and reliable testing instruments for ESL students or NES students?

8. Which consonants should be taught first.

9. Do any consonant sounds overlap between the two languages (Spanish and English)?

10. Why don't bilingual students (Spanish speakers) hear the difference between the consonant digraphs "sh" and "ch"?

11. Are there any findings concerning the best "mix" of oral language and written communication in the bilingual classroom?

12. Is a transitional program (which is the case in most situations) as useful and effective as a program that would maintain the student's native language through the high school years?

13. Is there a need for special training for aides and teachers of bilingual education? In other words, is additional training necessary for teachers of bilingual education?

14. I think my Spanish speaking students could learn more effectively if they were taught only in Spanish until the second grade (approximately). Does research support this view?

ORAL LANGUAGE:LEARNING

DR. JUDITH LINDFORS
EARLY CHILDHOOD EDUCATION
THE UNIVERSITY OF TEXAS AT AUSTIN
AUSTIN, TEXAS

ORAL LANGUAGE ACQUISITION

Dr. Judith Lindfors
The University of Texas at Austin

There is a basic assumption underlying this presentation:

> ***How a child learns is the only valid starting point for teaching practice.***

This presentation focuses on five major themes from research about child language acquisition, underlined in the paragraph below:

> The child is an active learner with strong innate abilities for figuring out how language is structured and how it is used. The child accomplishes this through interaction with people and things in an environment which provides relevant experiences, which is responsive, and which focuses on meaning (not on form) in communication.

These themes have been selected for three reasons: each is important and well established by research; each is relevant across an age span (that is, not specifically relevant only to young children); and each has implications for educators.

Language acquisition research tells us about how children learn. It does not tell us how teachers should teach. That we extrapolate. The five themes above are outlined in more detail below.

1. THE CHILD AS ACTIVE LEARNER

The child is not reinforced for form; does not primarily imitate. The child is observer, producer, questioner, comprehender, explorer, hypothesis maker, tester, reviser, figurer-outer.

- Adults support, provide for, facilitate, interact with, respond to, but do not "teach" children.
- The child discerns patterns or regularities of structure and interaction.
- The child is a hypothesis maker, tester, reviser, not a sentence memorizer.

- The child shapes or makes an impact on the environment, is not simply shaped by it: the child is not a blob. The child shapes language others use with her/him, uses the environment to get "data" by asking "what" and "why" questions. Sensorimotor experience is thus the base of early vocabulary.
- The child uses identifiable active strategies--the productive, observer, and questioning strategies, for example.
- The child employs operating principles such as paying attention to the ends of words and to word order, and avoiding exceptions and rearrangements.

IMPLICATIONS FOR TEACHERS

- Children LEARN (Teachers don't learn children).
- Match children's interests. The child only learns from where she/he is.
- Children are the best source of what they are interested in.
- Don Graves: the good teachers (teachers of classes in which children were actively writing with purpose) shared two characteristics: the teacher was an artisan, an active doer; and was closely aware of children's individual interests ("Andrew's into rocks"). Teacher as observer (of play especially) to gain understanding of children's interests.

2. THE CHILD'S LANGUAGE GROWTH IS ROOTED IN AND DEPENDENT ON HER/HIS COGNITIVE GROWTH.

The child's own cognitive orientation guides what she/he attends to and how she/he uses it for language acquisition.

- Species uniformity indicates a cognitive base.
- Early words are not usually associated with the most familiar objects such as crib or diaper, but are words such as shoe, hat, sock, clock, key.
- There is a cognitive base of combinatory speech: naming, properties, location, doers, actions.
- There is a cognitive base of semantic development: what is perceptually salient such as shape, taste, size.
- Operating principles are clearly cognitive in nature.

IMPLICATIONS FOR TEACHERS

- Content areas are the best place for language, far better than empty "language arts" periods where "language" is put under a microscope, but not used meaningfully.
- Child's encoding of new understandings in content areas is the best base for language acquisition.

3. AN ENVIRONMENT WHICH MATCHES THE CHILD'S WAY(S) OF LEARNING IS HELPFUL

- Children tend to define language in one of two ways: referentially (by naming things, being analytical), or expressively (by social expressions like Hi and Bye-Bye and being oriented to people).
- When mothers and children match in their language orientations, there is rapid growth in the child's language development; when there is a mismatch, growth is slower.
- In such a mismatch, the child will alter its patterns to its mother's, and growth will increase.
- There is a negative correlation between a child's language growth and the directness of the mother in determining what the child does. There is a positive correlation between a child's language growth and the mother's ability to follow the child's interests.

IMPLICATIONS FOR TEACHERS

- Opportunities to "act on" physically precedes manipulation of symbols.
- Provide exploratory experiences.
- Provide for diverse, active experiencing.
- Provide for significant interacting toward a <u>real</u> goal (group work, interviews, burning issue).
- Provide variety of types (more and less structured, more and less physically oriented, more and fewer people interacting, etc.).
- Provide open-ended activities that children use in individual and diverse ways, like animals.

4. AN ENVIRONMENT WHICH IS RESPONSIVE TO THE CHILD IS HELPFUL.

The mother follows the child's lead, shapes him/her in the interaction.

- Prelinguistic interaction: focus, facial expression, burps, cooing, etc.
- The hearing child of deaf parents does not learn langage from television.
- The less directive mother follows the child's lead rather than directing the child.
- Research on "Motherese" shows that 76% of a mother's language encoded the child's meaning and that 56% of mothers' utterances to their child was directly contingent on what the child said.

IMPLICATIONS FOR TEACHERS

- Listen to children.
- In 4th and 6th grade social studies, in a 20 minute period, teachers asked 47 questions, children, 6.9 questions.
- In studies of 2nd and 6th graders, only 1.67% of the total were children's questions, the rest were teachers'.
- Have the child select, suggest, and design activities, with the teacher as consultant.
- Center-type activities are basic to programs and should not be scheduled after work is done.

  Start with few children involved and progress to many.
  Start with few activities and progress to many.
  Start with short period of time and progress to longer periods.

- Use less teacher-led whole group discussion. It's hard to be responsive in this situation.

5. AN ENVIRONMENT WHICH FOCUSES ON MEANING RATHER THAN ON FORM IS HELPFUL.

Focus throughout is on meaningful communication. The child acquires language in the context of communication.

- Communication is the goal, even in the prelinguistic phase. The mother interprets everthing a child says or does as an act of conveying meaning.
- The child is not reinforced for form. When corrected, the child cannot use the correction.
- In "Motherese," the mother interprets the child's responses as full of meaning.

IMPLICATIONS FOR TEACHERS

- Drills don't replace communication.
- Don't confuse talking about language with using language.
- There should be no imposed simple-to-complex sequence for the communication development curriculum.
- Contrived situations don't replace real ones.
- Staged performance must not be emphasized over interaction.

☆ ☆ ☆

During school years, language development focus is on expansion of child's language in three major ways. School is best possible place for to happen because of the wide range of diversity children find there (the very diversity we find so inconvenient and often bemoan).

- Child expands meanings, the base of developing language.
- Child expands language functions, adds new ones and refines those already in use.
- Child expands situations in which she/he uses language in communicating.

The learner we have sketched, in the environment we have sketched, can move powerfully toward these three major goals -- toward being a more effective communicator.

Smith's one difficult way to make learning easy: "Respond to what the child is trying to do."

Britton's notion of <u>practice</u>: Child "practices" communicating, not as juggler "practices" a juggling act (rehearsing for the "real" thing), but rather, as doctor and lawyer "practice" medicine and law, i.e., by actively and meaningfully engaging in them.

COMPOSITION & COMPOSITION INSTRUCTION

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What Research Tells Us About Composition And Composition Instruction

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The Composition Process

We can talk about stages in composing: prewriting, writing, revising, and editing (Bridwell, 1980; Petrosky & Brozick, 1979; Somers, 1979; Perl, 1979).

Semantic and syntactic competence is developed from conversation and from stretching speech (Ervin-Tripp, 1977).

Differences between school-sponsored writing and self-sponsored writing tell us students are more involved with self-sponsored (Emig, 1971).

Students do limited kinds of writing in schools (Britton et al, 1975; Applebee, 1977).

Students need to know something about the composing process. Better writers know about the process and this helps them control it (Sager, 1977; Walshe, 1979, Wall & Petrosky, 1980).

Composing can be facilitated through prompting and guidance by teachers. Composing appears to be developmental (Bereiter, Scardamalia, & Bracewell, 1979).

Students can be taught about the process through discussion and a simple "How I Write" assignment (Cooper, 1976).

Students need different things at different times in the writing of a piece (Perl, 1979; Petrosky & Brozick, 1979; Bereiter & Scardamalia, 1979).

Prewriting

Poor writers begin writing immediately (Mischel, 1974; Stallard, 1974).

Good writers need time to think (Stallard, 1974; Wall & Petrosky, 1980).

Professional writers engage in silence incubation and lengthy discussions before writing (Murray, 1978).

Unskilled writers spend little time in prewriting (Perl, 1979).

We have to accept the "invisibility" of some prewriting (Murray, 1978).

Questioning and discussions are helpful for prewriting (Odell, 1976).

Writers evaluate and select elements in prewriting. This can be helped by discussions, notetaking, observing, reading, making lists (Cooper, 1976).

Elementary school students find listing pertinent words as very helpful in prewriting. This helps them search their memories for content (Anderson, Bereiter, & Smart, 1979).

Sentence-openers are also helpful for elementary school students in prewriting (Bereiter, & Scardamalia, 1980).

Some writers are helped by outlining and planning in their writing (Hayes, & Flowers, in press).

Planning seems to work best for those things we know best (Murray, 1968).

Not everyone finds planning and outlining helpful (Emig, 1971).

Revision

Poor writers revise very little. Poor writers pay attention only to surface features throughout their composing (Bridwell, 1980; Stallard, 1974).

Good writers are extensive revisers (Emig, 1971; Brozick, 1978).

Unskilled writers see revising as editing (Odell & Cohick, 1975; Perl, 1979).

Teachers focus almost exclusively on editing (Emig, 1971; Searle & Dillon, 1980; Wall & Petrosky, 1980).

Elementary students, like high school students, have the ability to revise, but they must be guided (Graves, 1979).

Elementary school students can be helped in their revision through teacher facilitation and prompting (Bereiter, Scardamalia & Bracewell, 1979).

Editing (Errors, Grammar, Topic Sentences, Paragraphs, Sentence Combining)

During editing, after writers have finished revising the content and organization, mechanical errors are the focus (Murray, 1968; Moffett, 1968).

Poor writers edit when they should be revising(Perl, 1979).

We have known for fifty years that grammar drills and exercises have no effect on writing (Haynes, 1978).

Grammar instruction does not have a positive effect on writing and it steals time from writing (Elley, et al, 1975; Petrosky, 1977).

The post-sputnik emphasis on transformational grammar was no more than a redirecting of grammar drills and exercises and yielded equally negative effects as regular grammar instruction (Parker, 1979; Donlan, 1979).

Topic sentences are difficult to define and identify in real world writing done by professionals (Braddock, 1974) and are best dealt with if dealt with at all during editing (Petrosky, in press).

Paragraphs, no matter how we define them, are almost impossible to find by these definitions in real world prose and are, more than anything, resting places for both writers and readers (Meade & Ellis, 1970).

Errors can be accidental and matters of editing, or they can be patterned and matters of wrongly learned or applied information. Students have a hard time seeing their errors and when taught to treat their errors as problems to solve show success in mastering them (Bartholomae, 1980).

Identifying and correcting students' errors for them is not helpful to the students (Shaughnessey, 1977).

Sentence combining exercises are not as effective in getting students to produce syntactically complex sentences as just plain showing students what you want and asking them to do it (Smith, 1979).

Modes of Discourse (Types of Writing)

Developmentally, we speak and write narrative stories before we do exposition explanation, or persuasion (King & Rentel, 1979; Mower, 1979; Lloyd-Jones, 1977).

Writing tasks should be keyed to the developmental abilities of the writers (Bereiter, & Scardamalia, 1980).

The developmental sequence of discourse goes something like: record, report, generalize, and theorize (Moffett, 1968), or Expression, Explanation, and Persuasi (Lloyd-Jones, 1977).

Fourth grade students can write explanatory discourse successfully (Pope, 197

Writing can and should be sequenced developmentally by discourse type, not by grammar instruction or anything else (Moffett, 1968; Bartholomae, & Petrosky, in press).

Assignments

Writers need to write for a real purpose (King, & Rentel, 1979).

Orderly, well thought-out tasks, constucted along the lines of a regular problem solving routine, like the NAEP primary trait assignments, make it easier for students to see what is required of them (Lloyd-Jones, 1977).

Orderly tasks with few components stated in an easy reading procedure are most helpful for elementary school students (Bereiter, Scardamalia, 1980).

Break assignments down to specific conceptual activities students are asked to do. Make the tasks clear. Think of the assignment as one large task with subtasks that contribute to the overall task (Odell, 1980).

Students write with more commitment to self-sponsored writing than to school-sponsored writing (Graves, 1975; Emig, 1971).

Revisions can be assignments (Bartholomae & Petrosky, in press).

Elementary school students write narratives and "what I know about such-and-such" (explanatory discourse) best (Graves, 1979).

When continually urged to write more, children do so without any problem (Bereiter, Scardamalia, & Bracewell, 1979).

Assignments can be facilitated with good directions and guidance (Bereiter & Scardamalia, 1980).

Evaluating Writing

Most teachers focus on students' failures in both formal and informal evaluation (Rosen, 1979).

Most teachers fail to make the distinction between testing and evaluation (Cooper & Petrosky, 1978; Petrosky, in preparation).

Most teachers mark only for form and correctness of mechanics. Hardly any teachers comment on content or organization (Searle & Dillon, 1980).

Focus on error turns students away from writing and their content (Mischel, 197

Students with only positive comments on papers wrote more than students with negative or no comments (Lee, 1974).

Clarke, examining students reactions to comments, found a mixture of criticism (focused on content) and praise produced the most confident and successful writers (Haynes, 1978).

Avoid grades on individual papers, they are totally subjective and idiosyncratic (Cooper, 1976; Moffett, 1968; Murray, 1968).

Grade performance over time by keeping all student writing, including drafts and revisions, in file folders (Cooper, 1976; Moffett, 1968; Petrosky, in press; Bartholomae & Petrosky, in press).

Responding to Student Writing

Workshops and conferences are the best ways to give students feedback on their writing and, consequently, help them with revisions (Cooper, 1976; Moffett, 1968; Murray, 1968, Elbow, 1973).

Responding To Student Writing (continued)

Prompts like "I think...," "For example, ...," and "Even though..." are very help for elementary school students when they get stuck and need help getting going again (Bereiter & Scardamalia, 1980).

Students need to be taught how to talk about writing. Once this is done, they can conference with each other in groups of two (Petrosky, 1980).

Follow this simple routine for focusing students talk about a piece of writing: 1) point to a specific place in the paper where you have a problem--read the section aloud or paraphrase it, 2) explain in as much detail as you can what the problem is and why it might exist, 3) offer suggestions for fixing it up. Focus on content--what the writer says and how the writer says it. Leave mechanics for editing. Avoid cryptic comments like "explain," "what," "I don't understand this." Remember: the writer needs specific comments to help with revision. (Bartholomae & Petrosky, in press; Petrosky, 1980).

Read the Standards for Basic Skills Writing Programs put together by the NCTE at the request of USOE.

Note: Multiple-choice tests do not assess writing ability. Writing can only be assessed through actual pieces of writing over a period of time and in different discourse modes.

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LATE
Support for Learning and Teaching of English

STANDARDS FOR BASIC SKILLS WRITING PROGRAMS

The following standards were developed by a specially selected committee of teachers, supervisors, and writing specialists for use by states and school districts establishing comprehensive literacy plans. The National Council of Teachers of English urges study of these standards as a means of determining that plans attend not only to effective practice within the classroom but also to the environment of support for writing instruction throughout the school and the community. If effective instruction in writing is to be achieved, all the standards need to be studied and provided for in shaping comprehensive literacy plans.

At a time of growing concern for the quality of writing in the society, it is important to take the most effective approaches to quality in school writing programs. These standards will help states and school districts assure that efforts to be undertaken will indeed lead to improvement.

Planners must begin with an adequate concept of what writing is. To serve this purpose, we offer the following:

Operational Definition of Writing

Writing is the process of selecting, combining, arranging and developing ideas in effective sentences, paragraphs, and, often, longer units of discourse. The process requires the writer to cope with a number of variables: *method of development* (narrating, explaining, describing, reporting, persuading); *tone* (from very personal to quite formal); *form* (from a limerick to a formal letter to a long research report); *purpose* (from discovering and expressing personal feelings and values to conducting the impersonal "business" of everyday life); *possible audiences* (oneself, classmates, a teacher, "the world"). Learning to write and to write increasingly well involves developing increasing skill and sensitivity in selecting from and combining these variables to shape particular messages. It also involves learning to conform to conventions of the printed language appropriate to the age of the writer and to the form, purpose and tone of the message.

Beyond the pragmatic purpose of shaping messages to others, writing can be a means of self-discovery, of finding out what we believe, know, and cannot find words or communicate to say to others. Writing can be a deeply personal act of shaping our perception of the world and our relationships to people and things in that world. Thus, writing serves both public and personal needs of students, and it warrants the full, generous and continuing effort of all teachers.

Standards for Basic Skills Writing Programs

An effective basic skills program in writing has the following characteristics:

Teaching and Learning

1. There is evidence that knowledge of current theory and research in writing has been sought and applied in developing the writing program.
2. Writing instruction is a substantial and clearly identified part of an integrated English language arts curriculum.
3. Writing is called for in other subject matters across the curriculum.
4. The subject matter of writing has its richest source in the students' personal, social, and academic interests and experiences.
5. Students write in many forms (e.g., essays, notes, summaries, poems, letters, stories, reports, scripts, journals).
6. Students write for a variety of audiences (e.g., self, classmates, the community, the teacher) to learn that approaches vary as audiences vary.
7. Students write for a wide range of purposes (e.g., to inform, to persuade, to express the self, to explore, to clarify thinking).
8. Class time is devoted to all aspects of the writing process: generating ideas, drafting, revising, and editing.
9. All students receive instruction in both (a) developing and expressing ideas and (b) using the conventions of edited American English.
10. Control of the conventions of edited American English (supporting skills such as spelling, handwriting, punctuation, and grammatical usage) is developed primarily during the writing process and secondarily through related exercises.
11. Students receive constructive responses—from teacher and from others—at various stages in the writing process.
12. Evaluation of individual writing growth:
    a. is based on complete pieces of writing;
    b. reflects informed judgments, first, about clarity and content and then about conventions of spelling, mechanics, and usage;
    c. includes regular responses to individual pieces of student writing as well as periodic assessment measuring growth over a period of time.

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Support

13. Teachers with major responsibility for writing instruction receive continuing education reflecting current knowledge about the teaching of writing.
14. Teachers of other subjects receive information and training in ways to make use of and respond to writing in their classes.
15. Parent and community groups are informed about the writing program and about ways in which they can support it.
16. School and class schedules provide sufficient time to ensure that the writing process is thoroughly pursued.
17. Teachers and students have access to and make regular use of a wide range of resources (e.g., library services, media, teaching materials, duplicating facilities, supplies) for support of the writing program.

Program Evaluation

18. Evaluation of the writing program focuses on pre- and post-program sampling of complete pieces of writing, utilizing a recognized procedure (e.g., holistic rating, the Diederich scale, primary trait scoring) to arrive at reliable judgments about the quality of the program.
19. Evaluation of the program might also include assessment of a sample of student attitudes; gathering of pertinent quantitative data (e.g., frequency of student writing, time devoted to writing activities); and observational data (evidence of prewriting activities, class typologies, writing folders, and student writing displays).

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LANGUAGE DIVERSITY

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WHAT IS STANDARD ENGLISH?

Dr. Wolfram played a tape recording of the voices of several people from various parts of the United States. Participants were asked to determine whether each voice was using "Standard English," and if not, what label might be applied. The resulting discussion revealed that the concept of "standard" is a continuum on which variables of geography, age, ethnicity, and occupation all play a part. What is "standard" in Philadelphia may not be "standard" in Appalachia or on the Navajo Reservation. Thus, there are levels of standard.

THE LEVELS OF STANDARD:

1. Formal, based on texts, book prescriptions, ortheopical guides, and so on;
2. Informal, based on subjective reactions to speech as actually used. (This will vary according to region, background, and so on);
3. Superstandard, based on a "too correct" version for the situation. May be labeled "snooty," or "high falutin," and is linked to style.

Examples:

Formal/"Standard": Isn't it.
Informal/"Non-Standard": Ain't it?
Superstandard: Is it not?

Formal/"Standard": I thought they were stupid.
Informal/"Non-Standard": I thought they was stupid.
Superstandard: I thought them stupid.

Formal/"Standard": He is not suppoed to do that.
Informal/"Non-Standard": He ain't supposed to do that.
Superstandard: He is not to do that.

APPROPRIATENESS OF "STANDARD ENGLISH"

Much attention has been paid to eliminating what are regarded as non-standard dialects from students' oral and written communication. Why, then, are non-standard dialects so resilient, despite attempts to eliminate them? Because teaching Standard English is not simply a matter of learning the facts. There is a value structure involved in the use of a particular language or dialect. The speakers' self-perception, acceptance by peers, and choice of a dialect or language within a specific situation must be taken into account. Both teachers and students need help in understanding how and when to use various levels of the standard language. Teaching "Standard English," then, should be guided by certain principles.

PRINCIPLES TO GUIDE THE TEACHING OF STANDARD ENGLISH:

1. The goals for teaching Standard English should be clearly recognized. Programs may claim to be "bi-dialectical" — to seek to add Standard English to the students' repertoire — but may in fact attempt to eradicate the non-standard dialect or language. A bidialectical program recognizes and teaches students to recognize the appropriateness of the non-standard variety in certain contexts and may encourage students to translate into non-standard forms.

2. Teaching "Standard English" should be based on an understanding of the systematic differences between the standard and non-standard form. For example, the double negative ("negative concord") has a structured use in non-standard forms. This can be studied in comparison to other forms. The important concept is that standard, non-standard, and foreign languages all have systematic structures.

3. Teaching "Standard English" should be coupled with information about dialect diversity. Such information builds on natural curiosity about language and can include why dialects differ, the legitimacy of differences, how they differ, history, community research.

4. The dialect of English taught should be realistic in terms of norms of the community.

5. The teaching of "Standard English" must take in account the importance of the group reference factor — how much students want to learn it. Getting a job may be motivation for high school students to learn Standard English, but will not be for second graders.

In general, more information about dialect diversity, dialect rules, systematic differences, grammar, and the difference between dialect diversity and speech pathology is needed in all levels of education.

The following example is a piece of writing produced by a speaker of non-standard English. The link between spoken and written language is apparent in it. What may not be apparent are the examples of dialect, colloquialism, and mistakes. The distinctions are important because a reader unfamiliar with the dialect might assume every non-standard use is a mistake. The result of such misunderstanding in classrooms is often the perpetuation of certain values — that the writer is is a failure or uses an inferior — rather than simply different — language. It is important that teachers and students differentiate among mechanical problems, problems of coherence, and problems related to the influence of spoken language on writing. Writing research indicates that this writer, like all writers, should be encouraged to work on meaning and coherence first, and mechanics only after the meaning has been expressed. In the following example, 15 items have been explained.

This leve[1] all doing very well so fore,[2] But Jonas[3] yet sick. He be[4] better some days and some days he don't.[5]

So we have move.[6] Flossie lives out south now. Lillian bes[7] over there most of the time.

Jonas just soon he get better he going write you.

You all ask did the children go away for summer. No, they was[8] at home.

I hope you and Gale is O.K. We glad about the new baby come so come back to Chicago ware[9] you all will have a baby sitter [10] that me.

Thank you for send the package. You all don't know how it help out.

Jonas say[11] it was a letter from you in it[12] was a money order in it. See, he put it on the table in[13] someone came to look at the house when they laft[14] he did fine[15] it was gone. But we got it back so I am sending it you so you all can send a other one.

Don't think heart of me for not done wrote you all before know. I will write more next time. We all sent love. This all tell next time.

1. Colloquial expression, misspelled, for "leave"
2. Misspelling of "far"
3. Lack of verb form of "to be" in vernacular
4. This form of "be" in place of "is" is dialectical
5. Dialectical use
6. Dialectical use
7. Hypercorrect dialect form
8. Dialectical use
9. Misspelling of "where"
10. Should be "and"
11. Dialectical use
12. "in it" would translate "and there"
13. "and"
14. Misspelled "left"
15. Should be "find." This use of "fine" probably resulted from the author's writing down the oral form as he says it.

RESOURCES
IN
ORAL & WRITTEN COMMUNICATION

Oral Language

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Language Diversity

A Beginning Bibliography

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Christian, Donna, Language Arts and Dialect Differences.

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ENGLISH LANGUAGE ARTS: A CURRICULUM GUIDE, KINDERGARTEN THROUGH GRADE SIX. Compiled by the Hampton City, Virginia, School Board. Discusses classroom roles, atmosphere, and organization and focuses on the various facets of language arts. Most sections include a discussion, general and specific objectives, suggested activities, and a bibliography. (1976, ED 135 010, EDRS Price: MF-$0.83 plus postage; HC-Not available from EDRS, 333p.)

DEVELOPING CHILDREN'S LANGUAGE THROUGH THE ELEMENTARY SCHOOL MEDIA CENTRE. By Trevor J. Gambell. Offers practical ways to develop children's language skills through the guidance of the school librarian and the resources of the school media center. Suggests activities that involve both teachers and children in creating the media center's programs. (1976, ED 137 792, EDRS Price: MF-$0.83 HC-$1.67 plus postage, 15p.)

CHILDREN'S LANGUAGE AND THE LANGUAGE ARTS. By Carol J. Fisher and C. Ann Terry. Presents a program of language arts methods based on Piaget's view of learning and the psycholinguistic perception of language acquisition. Throughout the discussion, language and intellectual development are related to the activities of children. (1977, ED 138 998, Not available from EDRS; available from McGraw-Hill, Inc., 1221 Avenue of the Americas, New York, New York 10020--$12.95 cloth, 368p.)

LANGUAGE ARTS CURRICULUM GUIDE, PERFORMANCE EXPECTATIONS, K-12. Compiled by the Northern Valley Regional High School District, Closter, New Jersey. Offers specific objectives for a variety of language skills and designates, in terms of the typical student, the grade level at which each concept should be introduced, reinforced, and finally mastered. (1976, ED 140 329, EDRS Price: MF-$0.83 HC-$4.67 plus postage, 86p.)

PRACTICING LANGUAGE ARTS SKILLS USING DRAMA. By Suzanne A. Beutler. Establishes a relationship between the activities involved in dramatic interpretation and specific language skills: reading, writing, speaking, and listening. (1976, ED 136 295, EDRS Price: MF-$0.83 HC-$1.67 plus postage, 8p.)

PROGRAM OF STUDIES FOR LANGUAGE ARTS, K-12. Compiled by the Kanawha County Schools, Charleston, West Virginia. Contains lists of basic skills, course descriptions, instructional guidelines, lists of equipment and materials, suggestions for evaluation and testing, and outlines for basic programs, elective courses, and mini-elective courses. (1977, ED 139 026, EDRS Price: MF-$0.83 HC-$12.71 plus postage, 245p.)

111 WRITING ACTIVITIES: A THINKING TEACHER'S GUIDE TO WRITING ACTIVITIES. By Roy R. Grindstaff and T.R. Shepherd. Presents 111 specific activities to help elementary students develop creative writing skills. For each activity, suggestions are given for ways to begin and to develop the activity and for follow-up. Provides performance checklists to be used as guides in assessing pupil progress in language skills. (1976, ED 139 016, EDRS Price: MF-$0.83 HC-$3.50 plus postage, 62p.)

The items listed above are among the many indexed in the ERIC system that deal with building language skills. One is available only from the publisher. Six are available from the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or "hard copy" (HC), a photographically reproduced paper booklet.* Orders for EDRS may be sent to the Computer Microfilm International Corporation, PO Box 190, Arlington, Virginia 22210. Payment must accompany all orders.

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Prewriting

A GUIDE TO TEACHING THE WRITING PROCESS FROM PRE-WRITING TO EDITING. Edited by Marjorie Smelstor. 1978. 45p. Contains suggestions for activities to use in teaching the three stages of the composing process prewriting, writing, and postwriting. Discusses the steps involved in the three stages, research findings on the composing process, and pertinent student needs and instructional goals. Describes learning activities for the prewriting stage, for the writing stage, and for editing and suggests specific writing activities for use in the content areas of science, social studies, mathematics, English, fine arts, home economics, and business. Concludes with lists of suggested teacher resources. (ED 176 274; EDRS price codes: MF01 PC02, plus postage)

THE ONLY "PRE-WRITING" THAT COUNTS—MOTIVATION. By Laurence Behrens. 1978. 9p. Contends that the role of the composition teacher is to help students learn by having them write, and that motivation is a crucial preparatory step in writing where the teacher can be of most assistance. Suggests a variety of role-playing tactics that can be used in a composition class to help the students prepare to write, all of which require some awareness of the motive of the writer and of the audience. (ED 161 039; EDRS price codes: MF01 PC01, plus postage)

THE RHETORICAL TRIANGLE AS DIRECTION FINDER IN THE COMPOSING PROCESS. By William F. Woods. 1976. 12p. Proposes that one of the most useful models of the composing process is derived from an interpretation of the rhetorical triangle. Notes that this model not only implies the relationship between the writer's subject, background, and audience, but also points to the specific writing functions that underlie these terms. Concludes that the rhetorical triangle provides a conceptual frame for planning an essay and, in a very important sense, is a direction finder, orienting students toward their goals as writers. (ED 144 056, EDRS price codes, MF01 PC01, plus postage)

CULTURAL HEURISTICS: TOPICS OF INVENTION BASED ON HUMAN BEHAVIOR. By James M. DeGeorge and Harold E. Nugent. 1979. 9p. Suggests that heuristics can be a valuable technique for helping beginning writers generate writing ideas. Proposes that students become familiar with Edward Hall's Primary Message Systems (PMS), a framework of ten anthropological modes that can be adapted to produce new connections latent in a subject matter, as a means of probing their imaginations to extract concrete subject matter for their compositions. Argues that when students find that certain PMS generate more information than others, they can concentrate on these particular PMS to make hybrid questions for generating more specific information, focusing attention on particular topics, or eliciting unique approaches to traditional topics. Concludes that PMS is a prewriting activity that should help students collect a great deal of writing material. (CS 205 183; EDRS price codes: MF01 PC01, plus postage)

WRITE BEFORE WRITING. By Donald M. Murray. 1978. 13p. Suggests that students who are not writing or not writing well should be informed of the importance of prewriting. Notes that most writers need time for ideas to develop and in this preparatory stage, they feel four pressures that move them forward: increasing information, increasing concern, a waiting audience, and an approaching deadline. Contends that it is during this stage that experienced writers perceive signals that tell them how to control a subject to produce a working first draft. Identifies these signals as: genre, point of view, voice, news, line, image, pattern, and problem. (ED 157 094; EDRS price codes: MF01 PC01, plus postage)

The items listed above are among the many indexed in the ERIC system that deal with prewriting. All are available from the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or paper copy (PC). For tables giving the postal rates and translating the price codes into current prices, consult the most recent issue of *Resources in Education* (RIE), or the leaflet "Ordering Information for ERIC/RCS Minibibliographies," available from ERIC/RCS. Orders, together with proper payment, should be sent to EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210.

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Multicultural Education in Language Arts

IN PRAISE OF DIVERSITY: MULTICULTURAL CLASSROOM APPLICATIONS. Edited by Gloria Grant. 1977. 318p. Contains 51 activity units for implementing multicultural education in areas of social studies, language arts, science, math, and art. Suggests strategies for helping elementary/junior high students to understand personal feelings, relationships, and the implications of voluntary or forced migration and immigration, using activities that focus on racial and cultural diversity, the elderly, sex-role stereotyping, and the handicapped. (Many of the units make use of background readings provided in the companion document. (ED 144 854; EDRS price codes: MF01 PC13, plus postage)

MULTIETHNIC DIMENSIONS OF READING. By Ricardo L. Garcia. 1978. 17p. Proposes integrating multiethnic education and reading education in order to reach their combined basic goals—ethnic literacy and pluralistic socialization. Offers three guidelines to assist in this integration process. Concludes with a list of basic multiethnic resources for reading and language arts teachers. (ED 150 562; EDRS price codes: MF01 PC01, plus postage)

LITERATURE FOR THE CHILDREN AND YOUNG PEOPLE IN A PLURALISTIC, MULTICULTURAL SOCIETY. By Taimi M. Ranta. 1978. 57p. Reflects the need to reorient both teachers and students to the pluralistic nature of United States society by having them read and discuss the literature of the many cultures contributing to American society. Offers booklists for such an instructional component, including fiction about Blacks, American Indians, Puerto Ricans, Chicanos, Jewish Americans, and Oriental Americans. Also suggests program objectives, course outlines, evaluation procedures, and possible assignments. (ED 163 473; EDRS price codes: MF01 PC03, plus postage)

BLACK LITERATURE FOR HIGH SCHOOL STUDENTS. By Barbara Dodds Stanford and Karima Amin. 1978. 274p. Updates a ten-year-old book on the teaching of black literature. Discusses black literature in terms of its discovery, tradition, and affective aspects. Considers classroom uses of black literature, including outlines of units on the black experience and slave narratives, a course on Afro-American literature, and a senior elective course (with bibliography) on black literature. Includes suggestions for compositions, discussion, role playing, and games. Contains a directory of publishers, authors, and titles. (ED 158 293, EDRS price codes MF01 PC11, plus postage. Also available from National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801—Stock No 03308, $3.95 member, $4.75 nonmember)

ENGLISH LANGUAGE ARTS UNITS. A BILINGUAL MULTICULTURAL GUIDE. TEACHER'S GUIDE. Edited by Jean Thompson and Carlos Perez. 1978. 80p. Contains instructions on 11 English vocabulary development units and 10 culturally relevant literature units that may be used independently or as a supplement to other English language programs for bilingual, multicultural sixth-grade classes. Adaptable to other grade levels, the vocabulary units develop communication competence not only in grammar and literature but also for such subjects as mathematics, religion, cooking, and politics. Literature units consist of original stories about Mexican American children in Texas and translations of traditional stories from Spanish-speaking countries. Teacher guidelines for each unit include concepts, objectives, resources, activities, and evaluation methods. (ED 160 295; EDRS price codes MF01 PC04, plus postage. Also available from Dissemination and Assessment Center for Bilingual Education, 7703 N. Lamar Blvd., Austin, Texas 78752, Order No. 342-1, $2.00. The STUDENT'S BOOK, Order No. 343-X, ED 160 296, has the same availability and prices.)

The items listed above are among the many indexed in the ERIC system that deal with multicultural education in the language arts. All are available from the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or paper copy (PC). For tables giving the postal rates and translating the price codes into current prices, consult the most recent issue of *Resources in Education* (RIE), or the leaflet "Ordering Information for ERIC/RCS Minibibliographies," available from ERIC/RCS. Orders, together with proper payment, should be sent to EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210.

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Sentence Combining

Sentence Combining

TEACHING SENTENCE STRUCTURE AND SENTENCE COMBINING IN THE MIDDLE GRADES. By Marvin Klein. Contains a series of experiments based on sentence-combining exercises designed to serve as models for the development of informal activities for learning sentence structure. Teacher supplements for each experiment identify and explain the grammar concept involved, identify difficulties that students might encounter, and offer suggestions for continued development and application. (1976, ED 126 510, EDRS Price: MF-$0.83 HC-$3.50 plus postage, 65p.)

AN ELEMENTARY SCHOOL CURRICULUM TO DEVELOP BETTER WRITING SKILLS. By Kellogg W. Hunt and Roy O'Donnell. Describes an experiment with fourth-grade children, in which a sentence-combining curriculum was found to help the experimental group to make more sentence embeddings and to improve their free writing. Lessons 1 through 29 of the experimental curriculum are included. (1970, ED 050 108, EDRS Price: MF-$0.83 HC-$4.67 plus postage, 78p.)

COMPOSITION TEACHER AS READING TEACHER: LINGUISTICS IS THE BRIDGE. By Marily S. Stamgiass. Suggests that secondary school students in the process of learning the formation of complex sentences be given the opportunity to read more complex sentences. Sentence-combining techniques and a study of modifier types are also suggested. (1976, ED 120 782, EDRS Price: MF-$0.83 HC-$1.67 plus postage, 11p.)

AN INSTRUCTIONAL MODULE DESIGNED TO HEIGHTEN AWARENESS OF SYNTACTIC STRUCTURE. STUDIES IN LANGUAGE EDUCATION. Report No. 1. By Roy O'Donnell. Contains programmed materials designed to increase awareness of certain aspects of underlying sentence structure. Sentence-combining exercises are included in a section on subordinated sentences. Appropriate for high school and college students of average or above-average ability. (1973, ED 077 024, EDRS Price: MF-$0.83 HC-$2.06 plus postage, 38p.)

SENTENCE COMBINING, ERROR ANALYSIS, AND THE TEACHING OF WRITING. By Paul J. Angelis. Presents an approach to teaching writing to foreign students at the university level, which includes error analysis followed by sentence-combining exercises. Examples are given of sentence-combining exercises used at Texas A&M University. (1975, ED 103 882, EDRS Price: MF-$0.83 HC-$1.67 plus postage, 20p.)

A BIBLIOGRAPHICAL INTRODUCTION TO SENTENCE COMBINING. By Ruth Crymes. Provides an annotated bibliography intended to provide enough information about research and experimentation in sentence combining to enable teachers to understand the theories involved. (1974, ED 115 130, EDRS Price: MF-$0.83 HC-$1.67 plus postage, 20p.)

SENTENCE COMBINING: IMPROVING STUDENT WRITING WITHOUT FORMAL GRAMMAR INSTRUCTION. NCTE Committee on Research, Report Series No. 15. By Frank O'Hare. Describes a study in which seventh graders who practiced sentence combining achieved a significant degree of syntactic maturity, as judged by their compositions. Appendixes provide sample lessons and exercises, as well as composition assignments. (1973, ED 073 483, EDRS Price: MF-$0.83 HC-$6.01 plus postage; also available from the National Council of Teachers of English, Urbana, Illinois 61801, Stock No. 43393R—$3.75 nonmembers, $2.50 members.)

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Black English and Reading

READING AND THE BLACK ENGLISH SPEAKING CHILD. AN ANNOTATED BIBLIOGRAPHY. By Jean R. Harber and Jane M. Beatty. 1978. 48p. Describes materials about the reading performance of Black-English speaking children. Sections list materials that discuss many factors that influence the reading achievement of black children, suggest strategies for improving black children's reading performance, and provide recommendations for future work. Inventories phonological and syntactical differences between Black English and Standard English. (ED 149 313; EDRS price codes: MF01 PC02, plus postage)

TEACHER TRAINING WORKSHOPS ON BLACK ENGLISH AND LANGUAGE ARTS TEACHING. By Shirley A.R. Lewis and Mary R. Hoover. 1979. 33p. Outlines the content and activities of two workshops aimed at improving the teaching of children who speak Black English. The first workshop discusses the development and characteristics of varieties of Black English. The second workshop concentrates on varying communication styles and the characteristics of schools where black pupils perform successfully. (ED 173 828. EDRS price codes: MF01 PC02, plus postage)

CERAS TEST BATTERY: TESTS OF BLACK ENGLISH FOR TEACHERS OF BIDIALECTAL STUDENTS (TBETB). TEST I. HISTORY AND STRUCTURE—FORMS A AND B; TEST II. LANGUAGE ARTS PEDAGOGY—FORMS A AND B. By Mary R. Hoover and others. 1979. 27p. Provides two forms of tests concerning Black English designed to develop teacher awareness and knowledge about Black English and to change teacher attitudes toward Black English. Suggests using these tests in teacher workshops to provide a basis for discussion. (ED 173 827. EDRS price codes: MF01 PC02, plus postage)

RESEARCH WITHIN REACH: A RESEARCH-GUIDED RESPONSE TO CONCERNS OF READING EDUCATORS. By Phyllis Weaver and Fredi Shonkoff. 1978. 139p. Contains twenty-four scenarios concerning problems in reading instruction followed by a discussion which draws on research findings and professional experience. Topics especially pertinent to Black English and reading are "Standard Black English and Reading Interference," "Teaching Children to Read with Materials Written in Standard Black English," and "Distinguishing Reading Problems from Linguistic Differences among Speakers of Standard Black English." (ED 162 282; EDRS price codes: MF01 PC06, plus postage)

ON THE DIALECT QUESTION AND READING. TECHNICAL REPORT NO. 121. By William S. Hall and Larry F. Guthrie. 1979. 32p. Examines research studies of the interference of Black English on beginning reading and concludes that phonological interference in learning to read has not been established and that dialect apparently does have an effect on comprehension at the lexical level. (ED 168 522. EDRS price codes: MF01 PC02, plus postage)

SOCIAL CLASS AND ETHNIC GROUP DIFFERENCES IN LEARNING TO READ. By Victoria Seitz. 1977. 44p. Focuses on research about social class and ethnic group differences in learning to read. Dialect-related problems in reading are discussed as they relate to linguistic and social differences associated with dialect usage, to propose means of teaching the child who speaks nonstandard English, and to other methods for exploring dialect differences in reading. (ED 142 957. EDRS price codes: MF01 PC02, plus postage)

BLACK DIALECT, READING INTERFERENCE AND CLASSROOM INTERACTION. By Herbert D. Simons. 1976. 43p. Discusses the need for research in the form of classroom observation into the interaction behaviors and processes between teachers, disadvantaged black students, and instructional materials. (ED 155 648; EDRS price codes: MF01 PC02, plus postage)

The items listed above are among the many indexed in the ERIC system that deal with Black English. All are available from the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or paper copy (PC). For tables giving the postal rates and translating the price codes into current prices, consult the most recent issue of *Resources in Education* (RIE), or the leaflet "Ordering Information for ERIC/RCS Minibibliographies," available from ERIC/RCS. Orders, together with proper payment, should be sent to EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210.

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Effect of Grammar Instruction on Writing

THE EFFECTS OF FORMAL GRAMMAR INSTRUCTION VS. THE EFFECTS OF SENTENCE-COMBINING INSTRUCTION ON STUDENT WRITING: A COLLECTION OF EVALUATIVE ABSTRACTS OF PERTINENT RESEARCH DOCUMENTS. By Richard F. Abrahamsen. 1977. 23p. Examines eight evaluative abstracts on grammar instruction to trace the development of sentence-combining instruction, which helps students write with increased syntactic maturity. Concludes that traditional grammar instruction does not help students improve their writing ability appreciably and, in fact, may hinder the development of students as writers. (ED 146 450; EDRS price: MF–$0.83, HC–$1.67, plus postage)

THE ROLE OF GRAMMAR IN A SECONDARY SCHOOL ENGLISH CURRICULUM. By W.B. Elley and others. 1976. 21p. Purpose of this study was to carry out a longitudinal study of the direct effects of traditional and transformational English grammar instruction on children's writing skills. Conducted in Auckland, New Zealand, the study shows that the effects of such grammar study are negligible in terms of improving writing skills. (ED 112 410; EDRS price: MF–$0.83, HC–$1.67, plus postage)

TRANSFORMATIONAL GRAMMAR AND WRITING IMPROVEMENT. By William P. Sivens (II and Allen E. Edwards. 1974. 27p. Demonstrates the varying complexity of typical combining exercises and then discusses their actual classroom use. While acknowledging that a general study of transformational grammar does not improve writing ability, the authors argue for instruction in the use of transformational operations which combine and reduce clauses to make better sentences. (ED 101 361; EDRS price: MF–$0.83, HC–$2.06, plus postage)

TEACHING SENTENCES WITHOUT USING TRADITIONAL TERMINOLOGY. By Maxine C. Hairston. 1977. 12p. Working from the premise that teaching students traditional terminology for sentences is unnecessary, this paper outlines the most common difficulties in students' sentences and describes a simplified working vocabulary for teaching students how to solve their sentence problems. (ED 147 849; EDRS price: MF–$0.83, HC–$1.67, plus postage)

AN ANALYSIS OF SELECTED INSTRUCTIONAL APPROACHES USED IN THE TEACHING OF FRESHMAN COMPOSITION CLASSES TO DETERMINE THE EFFECTIVENESS IN IMPROVING STUDENTS' WRITING. By Alma Jonestar Green Bryant. 1976. 244p. Compares three instructional approaches used in freshmen composition courses: writing practice, traditional grammar, and a rhetorical technique. Results indicated differences between the three instructional approaches, but no significantly different effects upon high, middle, or low ability students. (ED 147 811; not available from EDRS. Available from University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106–Order No. 77–8152, MF–$7.50, Xerography–$15.00)

RESEARCH AND THE TEACHING OF ENGLISH. By Stephen J. Sherwin. 1970. 9p. This survey of well-substantiated research in several areas of language arts teaching reveals that (1) teaching traditional diagraming is a time-consuming task that does not improve the efficiency or effectiveness of student writing skills; (2) the study of Latin does not necessarily increase a student's English vocabulary or improve his or her ability to write; (3) formal grammar instruction and the frequency of writing assignments do not aid students in achieving writing proficiency; and (4) spelling instruction need not rely upon rules. (ED 050 082; EDRS price: MF–$0.83, HC–$1.67, plus postage)

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Sexism in Children's Literature

180 PLUS: A FRAMEWORK FOR NON-STEREOTYPED HUMAN ROLES IN ELEMENTARY MEDIA CENTER MATERIALS. By the Kalamazoo, Michigan, Public Schools. Lists 183 non-sexist items for use in the elementary grades: picture books, fiction, biographies, science and social science materials, language arts resources, miscellaneous books, audiovisual biographies, and miscellaneous audiovisual materials. (1976. ED 127 236. EDRS Price: MF-$0.83 HC-$1.67 plus postage; also available from the Instructional Media Department, Kalamazoo Public Schools, 1220 Howard Street, Kalamazoo, Michigan 49008—$0.50. 24p.)

A SELECTED BIBLIOGRAPHY OF BIAS-FREE MATERIALS: GRADES K-12. By Nancy R. Metsametas. Lists works of fiction appropriate for students at the primary, intermediate, and secondary levels; biographies; nonfiction materials; ERIC documents; and other resource references to meet the needs of teachers and media specialists interested in non-sexist materials. (1976. ED 127 408. EDRS Price: MF-$0.83 HC-$1.67 plus postage. 23p.)

CLASSROOM PRACTICES IN TEACHING ENGLISH, 1976-77: RESPONSES TO SEXISM. Edited by Ouida H. Clapp. Twenty articles provide practical ideas and strategies for helping students develop an awareness of the effects of sexism; study the roles that language plays in shaping perceptions; learn about famous women and read the works of women writers; analyze sex-role stereotyping in advertising, textbooks, and the mass media; and participate in exercises designed to increase self-awareness. (1976. ED 132 607. EDRS Price: MF-$0.83 HC-$8.69 plus postage; also available from the National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801. Stock No. 06882—$4.50 members, $4.95 nonmembers. 159p.)

SUGAR AND SPICE AND ALMOST ALWAYS NICE: A CONTENT ANALYSIS OF THE CALDICOTT By Pamela Roberts and Dewey Chambers. Shows that both the text and illustrations of books awarded the Caldecott medal portray female characters as subordinate to male characters—as the ones who fetch, as the caretakers of the home, as the nurturers of the family, and as the characters seen most often in the home environment and least often in business and the professions. (1976. ED 127 556. EDRS Price: MF-$0.83 HC-$1.67 plus postage. 11p.)

GROWING FREE: WAYS TO HELP CHILDREN OVERCOME SEX ROLE STEREOTYPES. By Marree D. Cohen and Lucy P. Mirrie. Articles collected by the Association for Childhood Education International present ways of exploring sex-role stereotyping in the classroom; non-sexist resources for teachers, parents, and students; and a review of sex bias in children's books. (1976. ED 126 380. EDRS Price: MF-$0.83 plus postage. HC-not available from EDRS; available from the Association for Childhood Education International, 3615 Wisconsin Avenue, NW, Washington, DC 20016. $1.00 plus $0.15 postage. 36p.)

A GUIDE TO NON-SEXIST CHILDREN'S BOOKS. By Judith Adell and Hilary Dale Klein. Cites 141 books portraying boys and girls as people with the same kinds of frailties and strengths. The books are divided into fiction and non-fiction sections and grouped according to their appropriateness for children at four levels: preschool through third grade, third grade through seventh grade, seventh grade through twelfth grade, and all ages. (1976. ED 122 267. Not available from EDRS; available from Academy Press Limited, 176 W Street, Chicago, Illinois 60603—$3.95. 133p.)

SEXISM AND LANGUAGE. By Alleen Pace Nilsen and others. Lists essays regarding sexism and language as a social issue, in children's books and teaching materials, in legislatures and courts, and in language usage and reference works. (1977. ED 136 280. EDRS Price: MF-$0.83 HC-$11.37 plus postage; also available from the National Council of Teachers of English, 1111 Kenyon Rd., Urbana, Illinois 61801, Stock No. 43733—$6.50 members, $6.95 nonmembers. 208p.)

The items listed above are among the many indexed in the ERIC system that deal with sexism in children's literature. One is available from the publisher.* Six are available from the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or "hard copy" (HC), a photographically reproduced paper booklet.* Orders for EDRS may be sent to the Computer Microfilm International Corporation, PO Box 190, Arlington, Virginia 22210. Payment must accompany orders under $10.00.

For further information on this and related topics, consult the pages of ERIC's *Resources in Education* (RIE) and *Current Index to Journals in Education* (CIJE) or contact the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS).

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F-977-571

Writing Assessment

THE RELATIONSHIP BETWEEN QUANTITATIVE AND QUALITATIVE MEASURES OF WRITING SKILLS. By Mary Lou P. Howerton. 1977. 38p. Reports on a study involving 983 students in grades four, six, nine, and twelve that examined the relationships of quantitative measures of writing skills to overall writing quality as measured by the ETS Composition Evaluation Scale (CES). Quantitative measures included indices of language productivity, vocabulary diversity, spelling, and syntactic maturity. Results indicated that quantitative and qualitative measures of writing skills were significantly related. (ED 137 418; EDRS price codes MF01 PC02, plus postage)

EVALUATION OF STUDENT WRITING: A COMPARATIVE STUDY. By Sheldon Halpern and others. 1977. 11p. Details a study of the reliability of writing evaluation by teachers from various departments at Bowling Green State University. Thirty volunteer faculty members working in three-member groups evaluated one hundred papers from the Writing Proficiency Examination given by the department of English to all students completing the freshman composition program. Faculty members were drawn from business, education, humanities, science, and social studies. The results showed that, independent of their disciplines or their level of confidence in diagnosing and correcting writing problems, faculty members were capable of making valid judgments about the quality of student prose. (ED 157 434; EDRS price codes MF01 PC01, plus postage)

ASSESSING ELEMENTARY STUDENTS' WRITING SKILLS. By Myron Friedman and Elaine Fowler. 1978. 23p. Describes the Assessment of Writing Skills (AWSI), an instrument developed for use in the evaluation of a pilot program to improve the writing skills of elementary school children in the Austin (Texas) Independent School District. Reports that the instrument assesses writing maturity, productivity, and writing mechanics by combining a holistic evaluation and such frequency counts as total words, percentage of words spelled correctly, total run-on sentences, sentence length, total correct punctuation, percentage of correct punctuation, total correct capitalizations, paragraph usage, number of modifying words and sentence usage. (ED 172 201; EDRS price codes MF01 PC01, plus postage)

THE USE OF TESTS OF WRITING AND SKILLS RELATED TO WRITING. By Richard Lloyd-Jones. 1978. 7p. Discusses two models for testing writing: (1) atomistic tests, which depend on isolating a form and emphasize the recognition of the form rather than the creation of it, and (2) holistic tests, which require the generation of writing, so that the forms are seen in a particular context. Examines two forms of holistic tests: the Educational Testing Service's (ETS) test which is designed to rank samples of writing in broad quality categories by means of "skilled judgments," and the Primary Trait (PT) system, which describes papers in broad categories explicitly described in relation to purposes implied in the writing task. Concludes that the ETS system is probably more effective in ranking individual students, while PT provides more information for assessment and research. (ED 173 005; EDRS price codes MF01 PC01, plus postage)

ASSESSING WRITTEN COMMUNICATIVE COMPETENCE: A TEXTUAL COGNITION MODEL. By Marlos Nystrand. 1977. 39p. Concludes, based on a review of current theory and research related to writing ability, that there is no existing test, instrument, or set of procedures that will provide valid data regarding the writing abilities of individuals. Proposes as an alternative approach a textual cognition model of written composition that extends use of the cloze procedure from reading to writing. The underlying assumptions are that written communicative competence implies that a student's writing will make sense for an intended or relevant audience and that, in turn, the cloze procedure will provide a valid measure for the extent to which the writing makes sense to that audience. Provides a taxonomy of impediments to successful written communication at the graphic, syntactic, lexical, and contextual levels. (ED 133 732; EDRS price codes MF01 PC02, plus postage)

The items listed above are among the many indexed in the ERIC system that deal with writing assessment. All are available from the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or paper copy (PC). For tables giving the postal rates and translating the price codes into current prices, consult the most recent issue of *Resources in Education* (RIE), or the leaflet "Ordering Information for ERIC/RCS Minibibliographies," available from ERIC/RCS. Orders, together with proper payment, should be sent to EDRS, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210.

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1980

Evaluation in Writing

EVALUATING WRITING: DESCRIBING, MEASURING, JUDGING. Edited by Charles R. Cooper and Lee Odell. Provides a comprehensive summary of current information on describing writing and measuring growth in writing, intended to help teachers decide which aspects of the process and the product to examine, how to determine a writer's specific instructional needs, how to measure growth in writing ability, and how to involve students in the evaluation of writing. (1977, ED 143 020, EDRS Price MF-$0.83 HC-$8.69 plus postage, also available from the National Council of Teachers of English, 1111 Kenyon Road, Urbana, Illinois 61801, Stock No. 16221—$5.75 nonmembers, $4.50 members, 183p.)

CONFERENCES AS EVALUATIVE DEVICES IN FRESHMAN COMPOSITION. By John Canuteson. Describes a freshman composition course in which students discuss their writing in weekly individual conferences with the instructor. Points out the advantages of the conference method over the traditional evaluation method—merely writing comments on students' papers. (1977, ED 143 027, EDRS Price MF-$0.83 HC-$1.67 plus postage, 8p.)

RESPONDING TO STUDENT WRITING: BUILDING A THEORY OF THE EVALUATING PROCESS. By Janet A. Emig and Robert P. Parker, Jr. Shows how the writings of literary critics, philosophers, and psychologists provide an interdisciplinary base for understanding the process of response to student writing. Includes a nine-point questionnaire designed to promote teachers' awareness of the values and attitudes that influence their evaluations of student writing. (1976, ED 138 257, EDRS Price MF-$0.83 HC-$7.06 plus postage, 29p.)

AN INSTRUMENT FOR DESCRIBING WRITTEN PRODUCTS. By Elizabeth Metzger. Presents an instrument for describing writing designed for use by teachers and researchers at the secondary and college levels. Various categories of the instrument can be used to describe general, descriptive, and explanatory prose. other categories are related to the writing process, writing behavior, and the written product. (1976, ED 133 749, EDRS Price MF-$0.83 plus postage, HC-Not available from EDRS, 59p.)

A THEME CHECK-FORM METHOD OF EVALUATION AND INSTRUCTION. By R.A. Burns. Outlines the rationale and uses of a checklist for evaluating essays from a college composition course. The checklist includes 24 yes/no items for assessing content, organization, and mechanics. A scoring rubric that assigns 30 points to the content items and 10 points to each of the others is used to convert results on the checklist into letter grades. (1976, ED 126 504, EDRS Price MF-$0.83 HC-$1.67 plus postage, 12p.)

THE INSTRUCTIONAL USE OF MEASUREMENT INSTRUMENTS DESIGNED FOR RESEARCH. By Daniel R. Walter and Walter J. Lamberg. Reports on a potential benefit of using measurement instruments designed for research in instruction, the effectiveness of these instruments when used as instructional procedures. Points to studies that suggest that the use of a feedback/measurement system, by itself, can be an effective instructional method. (1976, ED 138 978, EDRS Price MF-$0.83 HC-$1.67 plus postage, 13p.)

THE PRIMARY TRAIT SYSTEM FOR SCORING WRITING TASKS. By Ina V.S. Mullis. Discusses the scoring system used by the National Assessment of Educational Progress in scoring writing papers from the 1974 national assessment of writing. Includes the assessment exercise used, the scoring guide developed for it, sample responses, and results. (1976, ED 124 942, EDRS Price: MF-$0.83 HC-$2.06 plus postage, 34p.)

The items listed above are among the many indexed in the ERIC system that deal with evaluating student writing. All are available from the ERIC Document Reproduction Service (EDRS) in either microfiche (MF) or "hard copy" (HC), a photographically reproduced paper booklet.* Orders for EDRS may be sent to the Computer Microfilm International Corporation, PO Box 190, Arlington, Virginia 22210. Payment must accompany all orders.

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CONFERENCE PROGRAM

R & D SPEAKS: ORAL & WRITTEN COMMUNICATION

AUSTIN, TEXAS

NOVEMBER 13-14, 1980

SEDL/RX

SOUTHWEST
EDUCATIONAL DEVELOPMENT
LABORATORY

73

CONFERENCE OBJECTIVES

1. To increase awareness of research on oral language acquisition and its relationship to learning.
2. To increase awareness of research on writing (K-12).
3. To increase understanding of research on language diversity and attitudes toward language.
4. To increase awareness of the links among the three areas.
5. To increase awareness of ways in which research may be applied to teaching (or to training teachers of) oral and written communication.

R&D SPEAKS:

ORAL & WRITTEN COMMUNICATION

NOVEMBER 13-14, 1980

SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
FIFTH FLOOR CONFERENCE ROOM

AGENDA

THURSDAY, NOVEMBER 13, 1980

8:00 - 8:30 a.m.	EYE OPENERS & CONVERSATION (Coffee, Tea, Juice, Breads)
8:30 - 9:00 a.m.	INTRODUCTIONS Dr. James R. Perry, Executive Director, Southwest Educational Development Laboratory Dr. Preston C. Kronkosky, Deputy Executive Director, Southwest Educational Development Laboratory
9:00 - 9:15 a.m.	THE RDx TASK FORCE ON ORAL & WRITTEN COMMUNICATION: A SUMMARY Ms. Nancy Baker Jones, SEDL/RX Dissemination Specialist
9:15 - 11:30 a.m. (includes break)	AN OVERVIEW OF RESEARCH ON ORAL LANGUAGE ACQUISITION AND LEARNING Dr. Judith Lindfors, Associate Professor of Curriculum & Instruction, The University of Texas at Austin
11:30 a.m. - 12:47 p.m.	LUNCH ON YOUR OWN (see conference packet for ideas)
1:00 - 3:00 p.m.	AN OVERVIEW OF RESEARCH ON WRITING, K-12 Dr. Anthony Petrosky, Research Chair, NCTE and Faculty in Language Communications, University of Pittsburgh

3:00 - 3:10 p.m.	BREAK
3:10 - 3:30 p.m.	THE RDx TASK FORCE ON ORAL & WRITTEN COMMUNICATION Ms. Linda Reed, Director, Research & Development Interpretation Service (RDIS), CEMREL, Inc., St. Louis, Missouri
3:30 - 4:15 p.m.	THE LINKS BETWEEN ORAL & WRITTEN COMMUNICATION An opportunity for open discussion between the panel of presenters and the participants, to include questions and answers.
4:15 p.m.	ADJOURNMENT

FRIDAY, NOVEMBER 14, 1980

8:00 - 8:25 a.m.	EYE OPENING CEREMONY & CONVERSATION
8:25 - 8:30 a.m.	INTRODUCTIONS
8:30 - 10:30 a.m. (includes break)	AN OVERVIEW OF RESEARCH ON LANGUAGE DIVERSITY Dr. Walt Wolfram, The Center for Applied Linguistics, Washington, D.C.
10:30 - 10:40 a.m.	BREAK
10:40 a.m. - noon	FROM THEORY TO PRACTICE An opportunity for participants to discuss among themselves the implications of research for their own work, to talk with presenters individually, and to share with the group any illuminating implications they will apply back home.
noon - 12:30 p.m.	CLOSING REMARKS EVALUATION FORMS TRAVEL REIMBURSEMENT INSTRUCTIONS
12:30 p.m.	ADJOURNMENT

MATERIALS ON DISPLAY

(AVAILABLE ON LOAN FROM THE SEDL REGIONAL EXCHANGE)

ARTICLES

Anastasiow, Nicholas, "Oral Language: Expression and Thought," ERIC/RCS and International Reading Association, nd.

Applebee, Arthur N., "Trends in Written Composition," prepared for the Midwest School Improvement Forum, Milwaukee, Wisconsin, October 23-25, 1979.

Brown, Roger, "Development of the First Language in the Human Species," American Psychologist (February, 1973), 97-106.

Collins, James L., "Dialect Variation and Writing: One Problem at a Time," English Journal (November, 1979), 48-51.

Graves, Donald H., "What Children Show Us About Television," Language Arts (March, 1973), 312-319.

Hakuta, Kenji and Herlinda Cancino, "Trends in Secondary-Language-Acquisition Research," Harvard Educational Review (August, 1977), 294-316.

King, Martha L., "Research in Composition: A Need for Theory," Research in the Teaching of English (October, 1978), 193-202.

Kinney, Joann V., "Teaching and Learning: Program on Writing Research," National Institute of Education, July, 1980.

Murray, Donald M., "Internal Revision: A Process of Discovery," in Cooper and Odell, Research on Composing (Urbana, Illinois: NCTE), 85-103.

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Ornstein-Galicia, Jacob, "Black English-New Role in the Classroom?" Curriculum Review (June, 1980), 204-209.

Petrosky, Anthony R., "Grammar Instruction: What We Know," English Journal (December, 1977), 86-88.

_____, "The Inferences We Make: Children and Literature," Language Arts (February, 1980), 149-156.

_____ and James R. Brozick, "A Model For Teaching Writing Based Upon Current Knowledge of the Composing Process," English Journal (January, 1979), 96-101.

Shaughnessy, Mina P., "Introduction," in Errors and Expectations: A Guide for the Teacher of Basic Writing (New York: Oxford University Press, 1977), 1-13.

Speech Communication Association, "Resources for Assessment in Communication," February 1, 1980.

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_____, "What We Can Learn From Writing Research," Washington, D.C.: National Institute of Education, May, 1980.

BOOKS

Bauman, Richard and Joel Sherzer, Working Papers in Sociolinguistics: Numbers 67-73 (Austin, Texas: Southwest Educational Development Laboratory, May, 1980).

_____, Language and Speech in American Society: A Complication of Research Papers in Sociolinguistics (Austin, Texas: Southwest Educational Development Laboratory, January, 1980).

Britton, James, et al., The Development of Writing Abilities (11-18) (Urbana, Illinois: NCTE, 1975, 1979).

Cooper, Charles R. and Lee Odell, Evaluating Writing: Describing, Measuring, Judging (Urbana, Illinois: NCTE, 1977).

_____ and _____, Research on Composing: Points of Departure (Urbana, Illinois: NCTE, 1978).

Dialects and Educational Equity Series, (Arlington, Virginia: Center for Applied Linguistics, 1979)
Christian, Donna, Language Arts and Dialect Differences.
_____ and Walt Wolfram, Exploring Dialects.
Wolfram, Walt, Speech Pathology and Dialect Differences.
_____ and Donna Christian, Dialogue on Dialects.
_____, et al., Reading and Dialect Differences.

Donovan, Timothy R. and Ben W. McClelland, Eight Approaches to Teaching Composition (Urbana. Illinois: NCTE, 1980).

Graves, Donald, Balance the Basics: Let Them Write (New York: The Ford Foundation Papers on Research About Learning, 1978).

Larson, Carl, et al., Assessing Functional Communication (Urbana, Illinois: ERIC/RCS and Falls Church, Virginia: SCA, 1978).

Lindfors, Judith Wells, Children's Language and Learning (Englewood Cliffs, New Jersey: Prentice-Hall, 1980).

Lundsteen, Sara W., Listening: Its Impact on Reading and the Other Language Arts (Urbana, Illinois: ERIC/RCS and NCTE, 1979).

McLaughlin, Barry, Second-Language Acquisition in Childhood (New York: John Wiley and Sons, 1978).

Spandel, Vicki and Richard L Stiggins, Direct Measures of Writing Skills (Portland, Oregon: Northwest Regional Educational Development Laboratory, 1980).

Stibbs, Andrew, Assessing Children's Language: Guidelines for Teachers (London, England: National Association for the Teaching of English, 1979, 1980).

PRESENTERS

JUDITH LINDFORS Associate Professor of Curriculum & Instruction, The University of Texas at Austin	Ph.D. in Curriculum & Instruction from The University of Texas at Austin. Formerly served as public school teacher and as research asssitant in Teaching English as a Second Language. Author of Children's Language and Learning (Prentice-Hall, 1980). Has presented various papers on bilingual learning for the Spanish-speaking preschool child, on language development and learning environments which stimulate it, as well as language arts in mathematics.
ANTHONY R. PETROSKY Associate Professor School of Education University of Pittsburgh Pittsburgh, Pennsylvania	Ed.D. in English Education from the State University of New York at Buffalo. Teaches writing courses at both graduate and undergraduate levels. Has taught at the high school level, is a published poet and was editor of Rapport: A Journal of Contemporary Writing (1971-1979). Articles include "Writing for Reluctant Writers" and "A Model for Teaching Writing Based Upon Current Knowledge of the Composing Process. Petrosky is incoming Chair of the Committee on Research, NCTE, taking over from Charles Cooper.
LINDA REED Director, Research & Development Interpretation Service (RDIS) CEMREL, St. Louis, Missouri	M.A. in English Literature from the University of Illinois at Champaign. Formerly Assistant Director & Project Manager of the ERIC Clearinghouse on Reading & Communication Skills, and Technical Editor for the National Council of Teachers of English. With Susan Drake is author of Guidelines for Non-Sexist Use of Language (NCTE, 1976); other publications include "The Search for Quality Control in Dissemination of Educational Products and Practices: A Look at the Literature and Major Issues"; "Creative Drama in the Language Arts Program" and "Multi-Ethnic Literature and the Elementary School Curriculum."
WALTER WOLFRAM Director of Research Division, The Center for Applied Linguistics and Professor of Communications Sciences at the University of the District of Columbia, Washington, D.C.	Ph.D. from Hartford Seminary Foundation, Connecticut. Refers to himself as a "dialect tramp," going from the study of one dialect to another--working class northern whites, blacks, southern whites, Puerto Rican English of East Harlem, English dialects of New Mexico Pueblo Indians. Has conducted research on and published books and numerous articles about these dialects.

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CONFERENCE EVALUATION

R&D SPEAKS: ORAL & WRITTEN COMMUNICATION

PARTICIPANT QUESTIONNAIRE

1. I represent my 8 SEA 4 IEA 3 LEA 1 HEA 5 Other.

2. 3☐ I am a teacher.
   16☐ I train teachers.
   5☐ I train those who train teachers.
   8☐ I have more administrative responsibilities than training responsibilities.
   ☐ Other *Assist in program evaluation; inservice(2); elementary supervisor*

3. ~ conference will assist me in:

   5☐ teaching.
   20☐ conducting inservice.
   9☐ training others to conduct inservice.
   ☐ other *developing curriculum guidelines; improving the writing curriculum in our district; own professional growth; state basic skills task force work; instituting new courses.*

4. The program objectives were:

   well defined 5 4 3 2 1 vague
   15 6 1

5. The program objectives were attained

   fully 5 4 3 2 1 not at all
   8 10 3

6. The program climate promoted freedom of expression.

   agree 5 4 3 2 1 disagree
   17 4 1

7. The program format facilitated learning.

   agree 5 4 3 2 1 disagree
   13 8

8. The information provided at the conference is applicable to my work.

   just what I need 5 4 3 2 1 useless
   13 8 1

9. The amount of information provided at the conference was:

   ☐ too much ☐ sufficient ☐ insufficient
   22

10. The information provided at the conference was:

    ☐ too complex ☐ appropriate ☐ too simple
    22

11. The time allowed to cover the material at this conference was:

    ☐ too much ☐ sufficient ☐ insufficient
    19 3

12. The time allowed to ask questions was:

☐ too much ☐ sufficient *19* ☐ insufficient *1*

13. I recommend this conference to others.

strongly agree 5 4 3 2 1 strongly disagree
17 *5*

14. I would like a follow-up conference on this subject in my state.

strongly agree 5 4 3 2 1 strongly disagree
11 *3* *3*

15. If you would like a follow-up conference on this subject in your state, please give the name, agency/office, and telephone number of the person with whom the SEDL/RX should be in touch for further discussion. (No commitment on your agency's part will be implied.)

Nine participants answered this.

16. I plan to share information gained in this conference with *(See Next Page)*

(name) (title) (agency)

(name) (title) (agency)

17. I want more information about *(See Next Page)*

18. The purpose of the Regional Exchange is to *(See Next Page)*

19. Comments: *(See Next Page)*

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R&D SPEAKS: ORAL & WRITTEN COMMUNICATION
PARTICIPANT QUESTIONNAIRE RESPONSES (Continued)

Question 16: I plan to share information gained in this conference with

LEA Supervisor of Elementary Instruction
LEA Supervisor of Middle School
SEDL/RX Advisory Board Member
LEA Principal (2 answered with this)
LEAs in my state (2 answered with this)
ETV (2 answered with this)
Basic Skills Unit
SEA Administrator of Curriculum
Project Director, State Writing Project
LEA Curriculum Committee Chair
LEA Assistant Superintendent for Secondary Education
SEA Elementary/Secondary Education Unit
All teachers in my district
SEA witing assessment members
HEA professor
ESC staff
ESC elementary consultants
LEA teachers at writing projects
ESC consultants
Administrators and teachers in my writing project.
Teachers, district administrators, college professors

Question 17: I want more information about

Development stages in children's writing
Writing instructional strategies and activities
Borrowing materials; Do I just write to the Exchange?
Language dialects and written communication
Teaching methods in the basic skills
Working with librarians
Primary traits model

Question 18: The purpose of the Regional Exchange is to

Disseminate research data to practitioners
Conduct research and disseminate findings
Disseminate current research
Provide and share information with different administrative and teaching professionals
Awareness of education development
R&D and inform as to!
Disseminate research findings (2 answered with this)
Collect, process and share information with practicing educators at the classrom and district level. You're doing the tasks we can't find time and resources to do.
Share information about the research and development that is going on.

Question 19: Comments

The speakers were well informed in their concentration.
Thank you for inviting me. I think Dr. Petrosky's work and ideas will be of help to me in the school district where I work.
Thank you for including the ESC Basic Skills people in this meeting We don't often get to hear such valuable information in such a compact period of time.
The conference will assist me in developing workshops for improved writing instruction. Thank you for allowing us to attend.
I would have liked to see a little more focus on composition and more information directly applicable to teacher training. Overall, I think the conference was excellent and the consultants were well-informed and articulate.
I wish I had heard of the work of the exchange before. I had talked with someone on our district's writing concerns by phone, but I had no idea of the extent of work and how I could benefit my state and district until this visit. This has been a very exciting conference for me.
Great, enjoyed all participants, and thanks.
Whenever there is something like this planned please let me know. I'm always needing good information.
I have enjoyed and gained much relevant and interesting information. The SEDL staff and presenters were excellent.
This has been an excellent conference.
Stimulating exchange of ideas--presenters were great! Not one of them dull.
Presenters excellent!
An excellent meeting.

R&D SPEAKS: ORAL & WRITTEN COMMUNICATION

PRESENTER QUESTIONNAIRE

1. I was informed of the objectives of the conference

with adequate notice	5	4	3	2	1	too late
	4					

2. The objectives of the conference were appropriate to the needs of the participants.

agree	5	4	3	2	1	disagree
	3					

3. The objectives were:

clear	5	4	3	2	1	vague
	3					

4. The objectives were achieved.

agree	5	4	3	2	1	disagree
	1	2				

5. The type of assistance I was to give was made clear

with adequate notice	5	4	3	2	1	too late
	4					

6. The conference helped me increase my understanding of the resources and experience of the educators in the SEDL/RX region.

agree	5	4	3	2	1	disagree
	3		1			

7. Given my understanding of participant needs, my participation in this conference was:

appropriate	5	4	3	2	1	inappropriate
	2	1	1			

8. I would be willing to discuss being a presenter at a follow-up conference on a state-wide level if one were requested.

willing	5	4	3	2	1	unwilling
	4					

9. Participants indicated to me that they will use the information from this conference with others in their state education agency.

yes	5	4	3	2	1	no
	2	2				

10. Participants indicated to me that they will use the information from this conference with teachers.

yes	5	4	3	2	1	no
	2	2				

11. Overall, I think the conference benefitted participants

a great deal	5	4	3	2	1	not at all
	2	2				

(over)

12. The time allotted for my presentation was:

☐ too much ☐ sufficient ☐ insufficient
3 1

13. The time allotted for me to answer questions from participants was:

☐ too much ☐ sufficient ☐ insufficient
3 1

14. Comments: *(1) Basically a good experience. I probably would have benefited more if I had been there first day.*

(2) I am always impressed by the effectiveness of talking with a group like this — these are the people who can make change. I only wish I could have had two days with them to completely extrapolate writing research for practical application. I would like to run a writing workshop with this group and show them how to train teachers and students to talk about writing for the purpose of revising and editing.

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The Regional Exchange
SOUTHWEST EDUCATIONAL DEVELOPMENT LABORATORY
Austin, Texas
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